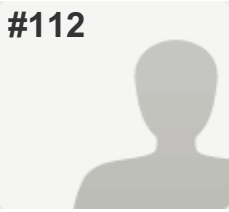


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 08, 2016 1:08:15 PM**Last Modified:** Monday, August 29, 2016 9:35:43 AM**Time Spent:** Over a month**IP Address:** 209.152.111.1

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Q1: Name of School District:	Panorama CSD
Q2: Name of Superintendent	Shawn Holloway
Q3: Person Completing this Report	Mary Breyfogle

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Q4: 1a.Local TLC Goal

The percentage of teachers (new and veteran) retained by the district will increase during 2014-16 biennium compared to 2012-14 biennium.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Number of staff turnover in 2014-16 biennium was less than the 12-14 biennium. We will continue to track biennium data over time. The district is working with our AEA regional director to create an exit interview for our teaching staff. This will be in place by the spring of 2017. The district would also be interested in any example models that the department of education deems exceptional in this category.

Q7: 2a.Local TLC Goal

Teachers' implementation of training components of PD plan will increase from Fall 2014 to Spring 2015.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We now have 9 teachers that have attended the AIW unit planning cohort. All teachers had their instruction scored during the 2015-16 school year. All teachers brought the expected number of artifacts (student work and teacher tasks) to be scored by their teams.

The following data is from a district created survey which includes components of the Woodruff Scale and elements from Cognitive Coaching. There were 211 coaching conversations had within the district between teacher leaders and our teaching staff. Out of those 47% of the time these conversations were initiated by the teacher. Out of all of the conversations 48% were considered coaching conversations as described by cognitive coaching. 46% of the conversations were collaborative in nature. 26% of the conversations were consulting which places the teacher leader as a resource for the staff member. Our data also kept track of the types of conversations which included: planning, reflecting, and problem solving. 48% of the times were planning conversations, 30% were reflective conversations, and 22% were problem solving. 56% of the conversations were first time meetings on a new topic, while 44% were follow up conversations.

Q10: 3a. Local TLC Goal

By June 2014, Panorama CSD will offer enhanced career opportunities to all eligible teachers and 25% of teaching staff (14) will be selected to serve in teacher leader roles using stakeholder-generated criteria. And during 2014-15 each building will have 7 teacher leaders in place, trained in role responsibilities and supporting teachers' professional growth.

Q11: 3b. To what extent has this goal been met?

(no label)

Fully Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We have 7 teacher leaders in each building that are trained and providing support to teachers. They each have an extended contract and are paid a stipend for these additional responsibilities.

The following list of training sessions is what are teacher leaders attended during the 15/16 school year.

- Digital Citizenship: All K-12 staff completed training from AEA
- Cognitive Coaching: AEA provided training,
- Concept Based Learning (based on H. Lynn Erickson's book):
- Formative Assessment (using technology): AEA provided training
- AIW Network Meetings:
- AIW Local Coach Training:
- AIW Digging Deeper Training:
- Steve Barkley Conference (Thinking with the end in mind):
- Redefining Small Group Reading Instruction:
- Standards Based ASCS Conference:
- ASCD: Standards-Based Grading for School Leaders Nov. 16/17
- ASCD: Curriculum Leadership Academy
- Universal Core Instruction (Literacy for All):

Salaries paid:

- Instructional Coaches: \$7500
- Teacher Leaders (Model/Mentor Teachers): All received a stipend of \$5000
- Model Teachers: \$2000

Teacher leader effectiveness: The district did not keep data to support goal #3 future plans are to create a teacher leader effectiveness survey

Q13: 4a. Local TLC Goal

Student achievement in reading, math and science will increase during 14-16 biennium compared to 2012-14 biennium.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We had a slight increase in science results from the 2012-14 biennium and 2014-16 biennium. Reading and Math biennium data show an decrease or no change from 2012-14 to 2014-16.

Grade 3rd-5th 6th-8th 9th-11th
 Reading 14/15 76% 76% 80%
 Reading 15/16 73% 69% 82%
 Math 14/15 73% 88% 81%
 Math 15/16 79% 78% 78%

AYP/SINA Status: The Panorama CSD SINA status stayed the same from the 15/16 school year to the 16/17 school year.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

During 2014-15, all career teachers and mentees will receive ongoing feedback and meaningful support through the system.

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This year the goal was that all teachers have a planning or reflecting conversation with a teacher leader. We achieved this goal. Feedback from teachers this year indicated a more positive attitude from teachers in the kinds of support they received from teacher leaders and were more open to assistance.

Future survey results will be included on the newly created teacher leader effectiveness survey.

Out of our K-12 teaching staff 97% of them met with a teacher leader and had a coaching conversation on an average of seven times throughout the year.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We feel we need to change the roles within our TLC plan to make it more effective in our district.

We need to be more intentional about collecting feedback from teachers and teacher leaders more frequently during the school year.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

First and second year teachers appreciate our new teacher classes being brought back into the district. They felt that the conversations were more meaningful and relevant to our context here.

Teachers have been very positive about the PD our TLs have organized and delivered during the year. They have said it is timely and directly related identified needs.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.